

SDI 8T000

Enlisted Professional Military Education Instructor



**CAREER FIELD EDUCATION
AND TRAINING PLAN**

CAREER FIELD EDUCATION AND TRAINING PLAN
ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR
SDI 8T000

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Supersedes: CFETP 8T000, 1 Apr 03
OPR: EPC/DOXT (MSgt Jason Scroggins)
Certified by: HQ USAF/DPLEE (CMSgt Robert Hale)
Number of Printed Pages: 30

ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR
SDI 8T000
CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources and minimum core task requirements for this special duty identifier (SDI). The CFETP provides personnel a clear path to success and instills rigor in all aspects of SDI training.

2. The CFETP consists of two parts. Supervisors use both parts to plan, manage and control training within the SDI.

2.1. Part I provides information necessary for overall management of training in the 8T000 SDI. Section A explains how everyone will use the plan; Section B identifies SDI specialty descriptions, career progression information, duties and responsibilities, selection criteria and Community College of the Air Force information. Section C illustrates SDI training requirements, and Section D focuses on resource constraints.

2.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training and core tasks; Sections B and C are not used. Section D identifies training courses available to the SDI 8T000. Section E is not used.

3. Using guidance provided in the CFETP ensures individuals in this SDI receive effective and efficient training. At the unit level, supervisors and trainers use Part II to identify, plan and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Academic Instructor School (AIS). The teacher's college of the Air Force. Discontinued as of 1 Oct 03.

Accreditation. A non-governmental and voluntary process concerned with improving educational quality and assuring the public that member institutions meet established standards.

Affiliated School. Any school accepted into the CCAF system. An affiliated school's curriculum is worth college credit to its graduates.

Air Education and Training Command (AETC). Major command responsible for development and growth of Air Force people through selective recruiting, thorough training and comprehensive education.

Air Force Career Field Manager (AFCFM). An individual on the Air Staff charged with the responsibility for overseeing all training and career field management aspects of an Air Force specialty or group of specialties.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list that describes a particular job type or duty position. Supervisors use them to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Air Force Senior Noncommissioned Officer Academy (AFSNCOA). The third level of enlisted professional military education. Responsible for expanding SNCOs' leadership capabilities and strengthening their commitment to the profession of arms.

Air Force Specialty Code (AFSC). A combination of numbers and alpha characters used to identify an Air Force Specialty. Enlisted AFSCs consist of five alphanumeric characters.

Airman Leadership School (ALS). First level of enlisted professional military education which prepares SrA for noncommissioned officer responsibilities, supervisory duties and fosters a commitment to the profession of arms.

Air National Guard (ANG). Air Reserve component with both a federal and state mission.

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field or Special Duty Identifier (SDI). It outlines a logical growth plan including training resources. CFETPs are designed to make career field or SDI training identifiable, eliminate duplication and ensure training is budget defensible.

Certification. A formal indication of an individual's ability to perform a task to required standards.

Certifying Official. A person whom the commander, commandant or ALS flight chief assigns to assess an individual's ability to perform a task to required standards.

College for Enlisted Professional Military Education (CEPME). Established in 1993, CEPME discharges Air University's responsibility for the education of future enlisted leaders throughout the Air Force.

CEPME/CV. College for Enlisted PME, Vice Commandant.

CEPME/XP. College for Enlisted PME, Plans & Programs.

Community College of the Air Force (CCAF). The largest community college in the world, and the only one of its kind in the DOD. CCAF is accredited by the Southern Association of Colleges and Schools, Commission on Colleges to award the Associate in Applied Science degree.

Core Task. A task Air Force Career Field Managers (AFCFMs) identify as a minimum qualification requirement within an Air Force specialty or duty position.

Director of Education (ED). Directs all educational operations.

Director of Resources (RM). Performs the resource management function.

Educational Programs Cadre (EPC). The organization responsible for the development and standardization of professional military educational programs for all levels of EPME throughout the Air Force. Responsibilities include resident and non-resident programs, as well as instructor qualification courses for personnel assigned to all programs.

Educational Programs Cadre, Dean (EPC/DE). The Dean is responsible for the development of policies and procedures governing USAF EPME programs and performs duties as required as the Director of Education to the Commander, CEPME.

Educational Programs Cadre, Director of Education (EPC/ED). Responsible for the development and maintenance of all instructional materials for all level of EPME.

Educational Programs Cadre, Director of Operations (EPC/DO). Interprets and initiates policy and procedures necessary to ensure educationally sound, relevant and standardized EPME operations.

Enlisted Professional Military Education (EPME). A continuum of professional military education designed to support total enlisted force development through resident and nonresident courses.

Enlisted PME Instructor Course (EPMEIC). Mandatory for all assigned 8T000 instructors. Prepares graduates to instruct in the field of Enlisted Professional Military Education.

Faculty Folder. A record of the teaching faculty's credentials and qualifications. The primary source of documentation for CCAF instructors.

General Education Requirements (GER). 15 semester hours (3 each) of oral communication, written communication, mathematics, social sciences and humanities.

Go. The stage at which an individual has gained enough skill, knowledge and experience to perform a task without supervision. Meeting the task standard.

HQ USAF/DPLLEE. The Air Staff EPME representative.

Instructional System Development (ISD). A deliberate, orderly and flexible process for planning, developing, implementing, evaluating and managing instructional systems. It ensures personnel are taught the knowledge, skills and attitudes essential for successful job performance in a cost-effective manner.

Initial Instructor Qualification Training (IIQT). Mandatory training requirements that include preservice training, EPME teaching internship requirements and core tasks.

In-Service Training (IST). Ongoing/recurring training for *student or qualified* instructors that enhances their readiness to teach an existing lesson, prepares them to teach a new or significantly changed lesson or updates their knowledge of new or existing policies and procedures.

Instructor of Technology and Military Science (ITMS) Degree. A second or subsequent CCAF degree for instructors actively teaching in a CCAF affiliated school.

Major Command (MAJCOM). A major subdivision of the Air Force with a specific portion of the Air Force mission.

Noncommissioned Officer Academy (NCOA). The second level of enlisted professional military education. Provides NCOs professional military education to broaden their leadership and supervisory skills and expand their perspective of the military profession.

Occupational Instructor Certificate (OIC). A certificate offered by CCAF to its instructors teaching in affiliated schools. It recognizes excellence in instructor qualification training and formally acknowledges instructor experience.

Office of Primary Responsibility (OPR). Office or individual having primary responsibility for a program or process.

On-the-Job Training (OJT). Hands-on training duty sections use to certify personnel in upgrade and job qualification training.

Professional Development (PD). Education, training and experience beyond initial qualification and certification training and in-service training.

Lesson Qualification Training (LQT). Performance training designed to qualify individuals on curriculum specific lessons. LQT ensures individuals possess the subject matter expertise and instructional ability required to effectively teach EPME curriculum.

Resource Constraints. Resource deficiencies/limitations, such as money, facilities, time, manpower and equipment that can impact required training.

Special Duty Identifier (SDI). A four- or five-digit code and title used to identify manpower positions and persons performing duties not clearly within a specific career field.

Specialty Training Standard (STS). An Air Force publication describing the skills and knowledge that an airman in a particular Air Force specialty/SDI needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirement for an Air Force specialty code that formal schools teach.

Standard. An exact value, physical entity or abstract concept established and defined by authority, custom or common consent. Standards serve as a reference, model or rule in measuring quantities or qualities, establishing practices or procedures or evaluating results. A standard is a fixed quantity or quality.

Teaching Internship (Formerly Student Teaching Course or Practicum). The criteria and practical teaching experience new instructors must obtain under the supervision of a qualified CCAF faculty member.

Training/Technical Reference (TR). Any documentation used to support training.

Trainer. A trained, certified person who teaches personnel to perform certain tasks through OJT methods. This term can also refer to equipment the trainer uses to teach personnel specified tasks.

Training Setting. The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study, etc.).

Utilization and Training Workshop (U&TW). A forum of MAJCOM Air Force Specialty Code (AFSC) or SDI functional managers, Subject Matter Experts (SMEs) and AETC training personnel that determines career ladder training requirements.

Part 1

Section A - General Information

1. Purpose.

1.1. This CFETP provides the information necessary for functional managers, commandants, ALS flight chiefs, training managers, supervisors and trainers to plan, develop, manage, conduct, and evaluate an effective EPME training program. Standardized education and training requirements for all EPME instructors are a must. This CFETP accurately reflects what is necessary for a new or experienced instructor to prepare for basic instructional duties. Specifically, this CFETP:

1.1.1. Establishes baseline-training requirements for initial qualification for SDI 8T000 duties.

1.1.2. Identifies the core task and knowledge training requirements for performing classroom instruction and instructional support duties.

1.1.3. Lists the training courses available for qualifying new instructors or re-qualifying returning instructors.

1.1.4. Identifies opportunities within the EPME SDI and describes the duty requirements for each major position within EPME.

1.1.5. Identifies the requirements for doing in-service training and professional development, as well as earning the CCAF OIC and the ITMS degree.

1.1.6. Identifies resource constraints that impact implementation of the desired career field education and training program.

2. Use of the CFETP.

2.1. Managers in all EPME programs use this comprehensive, standardized training program to develop qualified instructors who are able to meet the unique requirements of each teaching or instructional support assignment.

2.2. AETC education and training personnel develop and revise formal resident, nonresident and exportable training based upon user-established requirements outlined in Part II of this CFETP. They work with the AFCFM to develop acquisition strategies for obtaining the resources needed to satisfy identified training needs.

2.3. MAJCOM EPME managers, commandants and ALS flight chiefs ensure their training programs complement the mandatory initial instructor qualification training requirements.

2.4. EPC uses the CFETP to program training requirements for EPC personnel engaged in developing, administering and evaluating EPME instruction.

2.5. Individual EPME instructors must ensure they complete mandatory training requirements specified in this plan. Part II of this CFETP identifies mandatory training requirements and training references.

3. Coordination and Approval of the CFETP.

3.1. EPC serves as the OPR for the CFETP, hosts U&TWs as directed by the AFCFM to determine 8T000 training requirements and revises/develops an effective CFETP. EPC will maintain the CFETP, suggest necessary revisions and submit new or revised CFETP versions to the AFCFM for action.

3.2. MAJCOM managers must conduct an annual review of the CFETP and report inadequacies to the AFCFM through EPC not later than 45 days prior to the anniversary date of the CFETP (as printed in the upper right corner of the CFETP). Negative replies are required. EPC will consolidate inputs for submission to the AFCFM.

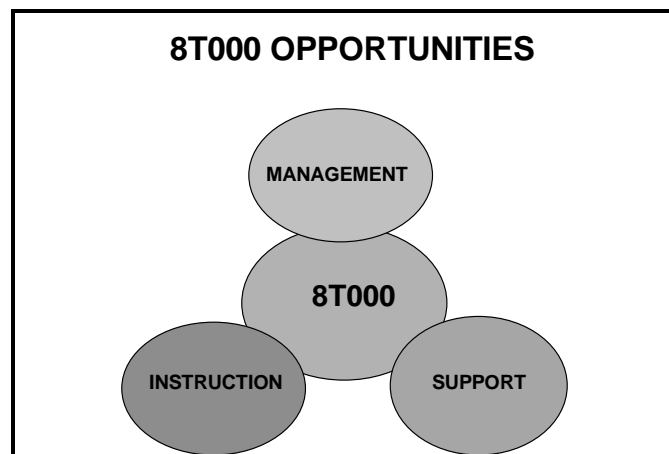
3.3. The AFCFM, by letter, has delegated the authority to review and coordinate the CFETP to EPC/DE. EPC/DE (or designated representative) will conduct an annual review within 45 days of the anniversary date of the CFETP to ensure accuracy and relevancy, as well as incorporate any changes provided by the EPME community. The AFCFM will request EPC conduct a U&TW when it appears major revision or replacement of the CFETP is necessary to meet mission requirements. Upon approval by the AFCFM, EPC will publish, issue, announce and index the CFETP in accordance with AFI 36-2201V5, *Air Force Training Program On The Job Training Administration*.

Section B - EPME Opportunities and Information

4. Specialty Descriptions.

4.1. The section identifies opportunities and duty positions within the EPME SDI 8T000. By evaluating what is available and the specific demands of each position, NCOs can decide if they want to apply for EPME duty, and where they would like to be assigned within EPME.

4.2. Unlike “typical” career fields such as security forces, medical, maintenance or supply, a career progression ladder does not exist for EPME SDI 8T000. Since individual perceptions and values control how we see a particular move within EPME, rather than a systematic evolution of training and experience, it is impossible to identify a standardized or typical career path an 8T000 might follow as they progress within the SDI. “Opportunities” are functionally organized in three basic areas: management, instruction and support.



4.3. EPME positions (instructors, managers and support) are controlled duty tours. While some EPME management assignments may be as short as 24 months, typical tour lengths range from 39-48 months. Special duty tour extensions and subsequent EPME assignments must match Air Force needs, MAJCOM policy, EPME requirements and consider individual preference. As a general rule, consecutive EPME assignments are discouraged; when applicable, they must weigh in the best interests of the Air Force.

5. Manpower Table. The tables below show opportunities by grade and function. Examining how and where 8T000s are employed derived these positions. **The exact number and availability of specific positions vary.** Interested personnel should contact the organization of choice to verify specific requirements and availability.

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
MANAGEMENT	HQ USAF/DPLEE					
	CEPME/CV					
	CEPME/XP					
	EPC/ED					
	EPC/DO					
	AFSNCOA/CO					
	NCOA/CO					
	ALS Flight Chiefs					
	NCOA ED/RM					
	AFSNCOA ED/RM					
	MAJCOM MANAGER					

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
INSTRUCTION	ALS					
	NCOA					
	AFSNCOA					

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
SUPPORT	DESIGNER					
	SYSTEMS ANALYST					

6. EPME Duty Titles and Job Descriptions. The following duty titles and their accompanying job descriptions are intended to describe positions available throughout EPME for those performing like duties. The duty description, **not the title**, may be modified to meet the EPME level, unique local conditions or additional duties. These examples are provided merely as illustrations and are not intended to limit a commandant's/ALS flight chief's authority to clearly identify duty requirements within a school.

Note: The duty titles Commander, Vice Commandant and Dean are reserved for specific one-deep positions. They are authorized for CEPME only and are not authorized for general use as optional duty titles.

6.1. Commandants and/or ALS flight chiefs **will not** establish additional positions for individuals whose duty is accurately described by one of the duty titles identified in the following pages.

MAJCOM EPME Manager

Manages the command's EPME programs. Formulates, interprets and implements command policy affecting EPME. Analyzes and refines EPME workload. Oversees the operation of command ALS's. Calculates and distributes NCOA quotas for eligibles. Processes special duty applications for EPME instructor duty. Manages command EPME achievement awards program and forwards nominees to Air Force for consideration. Acts as the focal point for AFSNCOA deferment requests in the command. Conducts quality and staff assistance visits as requested. Researches and prepares point papers, staff summaries and briefings addressing EPME issues for the command section. Formulates and coordinates command-unique EPME policy. Represents command at EPME conferences and workshops. Hosts command EPME workshops.

AFSNCOA Commandant, NCOA Commandant, ALS Flight Chief

Responsible for all aspects of operations. Implements Air Force and MAJCOM EPME policies, programs and procedures. Provides leadership, guidance and direction to the faculty, support staff and students. Supervises and/or evaluates faculty and support staff. Directs facility and uniform appearance inspections. Responsible for the training of faculty and support personnel. Interfaces with Air Force and civic organizations to enhance support for EPME. Recruits and selects faculty and support personnel. Manages all resource programs: manpower, money, equipment and facilities. Plans, manages and hosts graduation ceremonies. ALS flight chiefs must complete the same training requirements as an instructor, instruct as necessary and meet minimum instructor evaluation requirements. The AFSNCOA and NCOA Commandant positions are the only non-teaching positions at an EPME school.

Director of Education (ED) (NCO Academies, and AF Senior NCO Academy only)

Directs all educational operations. Supervises instruction, evaluation, counseling and progress of students. Manages all aspects of the student and faculty evaluation programs. Manages the student recognition program. Manages the faculty training program. Supervises and trains faculty and coordinates the faculty development program. Prepares and manages the course and manages use of facilities. Advises commandant on matters pertaining to students and faculty. Manages the course survey and feedback programs. Ensures lesson objectives are met. Manages the guest speaker program. Conducts statistical analysis of all aspects of curriculum, student tests and faculty development. The ED must complete the same training requirements as an instructor, instruct as necessary and meet minimum instructor evaluation requirements. Directors of Education must be certified only on those lessons they teach, not the entire curriculum.

Director of Resources (RM) (NCO Academies and AF Senior NCO Academy only)

Performs the resource (manpower, money, equipment and facilities) management function. Manages/supervises the support staff. Performs protocol duties. Plans and manages the graduation banquet. Provides audiovisual support for academic operations. Manages the student billeting and orderly room functions. The RM must complete the same training requirements as an instructor, instruct as necessary and meet minimum instructor evaluation requirements. Directors of Resources must be certified only on those lessons they teach, not the entire curriculum.

ALS Flight Instructor, NCOA Flight Instructor, AFSNCOA Flight Instructor

(All faculty conducting instruction in any EPME program holds the title of flight instructor.)

Conducts EPME instruction as outlined in AF directives. Prepares for instruction through group review and self-study. Prepares facility/classroom/auditorium for instruction. Maintains lesson plans, textbooks, test and measurement devices, student workbooks, handouts and lesson aids. Uses instructional aids and training equipment in support of lesson plan objectives. Supervises, counsels, evaluates and advises students. Administers examinations, maintains student records and documents student actions. Receives training and trains instructors. Coordinates and conducts panels, exercises and other ceremonial duties to enhance learning. Assists with in-and out-processing and graduation tasks.

USAF EPME Instructional Systems Designer

Manages the research, development, maintenance and distribution of lesson plans, study guides, written and performance evaluations and instructor reference materials for EPME. Designs, implements and maintains a quality curriculum for EPME schools. Reviews and revises educational materials to ensure currency and accuracy. Responsible for students' educational development in the EPME Instructor Course as deemed necessary. Performs EPME Program Management Review visits. Evaluates performance of individual instructors and schools, and analyzes the overall effectiveness of EPME programs. Participates in Air Force-wide EPME conferences and workshops.

USAF EPME Instructional Systems Analyst

Manages the test data collection and analysis functions. Develops and manages data collection processes for evaluation of three enlisted education programs. Collects, analyzes and interprets educational program data generated by student examinations and performance evaluations. Performs statistical comparisons of performance indicator data to determine relative effectiveness of educational programs conducted by all levels of EPME. Analyzes all data and prepares reports for curriculum designers, education advisors, commandants and flight chiefs. Makes recommendations to curriculum teams to ensure continuous improvement of EPME programs. Provides assistance to customers in developing data collection plans and process measurement instruments, selecting statistical tools and interpreting quantitative and qualitative statistics.

OPTIONAL DUTY TITLES FOR NCOA's AND THE AFSNCOA ONLY: Duty titles may be established at an NCO Academy or the AF Senior NCO Academy only where an individual is placed in a duty position that requires substantial leadership, management or direction of a major area of curriculum, other instructors or staff, or a major functional area to be determined by a commandant. (See Note, para 6.) Use of the title "Superintendent" in a duty title is only authorized where individuals supervise other personnel as part of their normal duties. Those in one-deep positions **will not** be Superintendents. An individual, responsible for supervising other instructors and a major functional area of curriculum may be titled, for example, the "Superintendent, Communication Skills."

Superintendent

Supervises the _____ (branch, team, etc.). Manages the _____ curriculum area (or other functional division) and **directly supervises personnel**. Helps develop divisional (and/or organizational) policies, programs and procedures. Maintains all related resources and equipment required for the division. Performs duties as a flight instructor.

7. Selection Criteria

7.1. This section establishes broad policy guidelines for commandants, ALS flight chiefs and other managers involved in recruiting and selecting individuals for EPME instructor duty. It ensures that only the highest quality candidates who meet mission essential criteria are selected for EPME instructor duty. It identifies mandatory requirements for 8T000 duties and desirable qualifications that should be considered when screening EPME applicants. Individuals assigned to EPME schools who instruct curriculum on a full-time basis **must carry the 8T000 SDI**.

7.2. The mandatory hiring practices apply to all 8T000 managers engaged in recruiting, screening and selecting personnel for EPME duties. The qualifications specified apply to all potential 8T000s, not just those slated for full-time teaching positions.

7.3. These selection criteria **may not** be waived locally. Submit requests for waivers/deviations from this policy to the following approval levels:

Airman Leadership Schools	MAJCOM
OVERSEAS NCO Academies	MAJCOM
CONUS NCO Academies	CEPME/CC
AF Senior NCO Academy	CEPME/CC
Educational Programs Cadre	CEPME/CC
ANG NCOA	National Guard Bureau

7.4. Individuals selected for EPME duties **must** meet the following qualifications:

7.4.1 Complete the resident program (or equivalent) for which they are applying prior to assuming teaching duties.

7.4.2 Individuals hired for the ALS must be in the grade of SSgt through MSgt.

7.4.3. Individuals hired for the NCOA must be in the grade of TSgt through CMSgt.

7.4.4. Individuals hired for the AFSNCOA must be in the grade of MSgt through CMSgt.

Note: SNCO's hired for instructor duty at sister service and international enlisted academies must be in the grade of MSgt or SMSgt as specified by the host service/country.

7.4.5. Current CCAF affiliation requirements apply to all new hires: Individuals must be able to complete, as a minimum, **a two-year degree within one year of assignment** (CCAF *Campus Relations Policies, Procedures and Guidelines*).

7.5. Although not required, the following factors should be considered when selecting individuals for 8T000 duties:

7.5.1. Prior teaching experience, either in EPME, technical training or at unit level.

7.5.2. Prior completion of Academic Instructor School or, as of 1 Oct 03, the EPME Instructor Course.

7.5.3. Demonstrated outstanding written and verbal communication skills.

7.5.4. Demonstrated outstanding interpersonal communication skills, including the ability to function effectively as both a team member and team leader.

7.5.5. High standards of personal dress and appearance.

7.5.6. Recent experience in an operational or support unit which would give the applicant a feel for current organizational norms “in the field.”

7.5.7. A two-year degree, or higher, from a regionally or nationally accredited institution.

7.5.8. While a CCAF or other two-year degree is not a mandatory prerequisite for assignment into EPME duties, EPME managers must consider the candidates’ degreed status. Continued EPME affiliation with CCAF and CCAF accreditation are jeopardized when non-degreed faculty is hired into EPME organizations. When equally qualified candidates are available for an EPME teaching position, a degreed applicant should be selected over a non-degreed applicant. Per paragraph 7.4.5, **do not select individuals for EPME duty who cannot complete degree requirements within one year of assignment.**

7.5.9. When hiring a Senior NCO, consider whether they have completed Senior NCO PME (In-Residence or DL).

Instructor of Technology and Military Science Degree

8. Community College of the Air Force Requirements

8.1. Degree Requirements. Personnel holding other AFSCs and performing duty as a full-time instructor in a CCAF affiliated school as well as members of the other armed services actively teaching Air Force courses at a CCAF affiliated school may register for this program. Applicants must hold the journeyman (five) level at the time of program completion.

	Semester Hours
Technical Education.....	24
Leadership, Management, and Military Studies.....	6
Physical Education.....	4
General Education.....	15
Program Elective.....	15
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total.....	64

8.2. Technical Education (24 Semester Hours). Applicants must complete a minimum of 12 semester hours of Technical Core subjects/courses. The remaining semester hours can come from Technical Core/Technical Elective courses.

8.3. Leadership, Management and Military Studies (6 Semester Hours). Satisfied through professional military education and/or civilian management courses.

8.4. Physical Education (4 Semester Hours). Completing Basic Military Training satisfies this requirement.

8.5. General Education (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable general education subjects/courses as provided in the CCAF General Catalog.

8.6. Program Elective (15 Semester Hours): Applicants can satisfy these hours with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

8.7. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an EPME instructor should be actively pursuing an Associates Degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

Section C - 8T000 Training Requirements

9. Special Duty Qualification Requirements

9.1. Knowledge. Knowledge of the following areas is mandatory: principles, techniques and methods of instruction; use of visual aids; learning processes; curriculum development; education and training evaluation and counseling methods and techniques.

9.2. Education. For entry into this SDI, applicants should hold at least an Associate Degree or higher, or be able to complete an associate degree within one year of entry.

9.3. Training. The following training is mandatory as indicated:

9.3.1. Completion of a certified in-resident EPME course is mandatory. The course must be equal to or higher than the course in which member is assigned duty.

9.3.2. For those personnel who teach EPME courses, completion of the Academic Instructor School, or as of 1 Oct 03, the EPME Instructor Course.

9.4. Experience. For entry into this SDI, prior qualification in any AFSC at the 5-skill level or higher (3-skill level if no 5-skill level exists) is mandatory. Recommend NCOs selected for this special duty have deployment experience supporting a contingency operation or AEF deployment.

9.5. Other. The following are mandatory as indicated:

9.5.1. Ability to speak clearly is mandatory.

9.5.2. Recommendation by unit commander.

9.5.3. For entry, award and retention of this SDI, possession of high standards of military appearance and conduct.

10. Instructor Qualification Training Requirements. Although the 8T000 SDI is awarded upon entry into EPME special duty, all 8T000 assigned personnel must meet specific training requirements to be considered qualified. EPME instructors must satisfy initial instructor qualification (IIQT) and instructor lesson qualification training (LQT) requirements. This two-step approach ensures instructors possess the subject matter expertise required to teach EPME courses. Instructors can complete IIQT and LQT requirements simultaneously. Schools may supplement these requirements as they see fit.

10.1. Instructor Initial Qualification Training (IIQT) Requirements

10.1.2. Purpose. This section establishes the minimum mandatory training requirements for IIQT. It defines the minimum acceptable IIQT, while being flexible enough to allow individual schools to tailor their training programs to fit faculty needs and mission requirements. **IIQT requirements are considered complete when all preservice training, EPME teaching internship and core task requirements are met.**

10.1.3. Applicability. These IIQT requirements apply to all EPME schools.

10.1.3.1. Each instructor is required to complete a thorough training program to be considered a qualified instructor. The table below outlines IIQT requirements.

IIQT REQUIREMENTS	
Requirement	Paragraph/Page No.
Preservice Training	10.1.4.
Teaching Internship	10.1.5.
Core Tasks	pg. 23-26
Oral/Written	10.1.7.

10.1.4. Preservice Training. The initial skills provided by these courses are considered minimum requirements, which must be met prior to full qualification as an 8T000. New instructors should complete the EPME Instructor Course (EPMEIC) in the beginning of IIQT. This ensures the instructors receive a good foundation before entering the EPME classroom.

10.1.4.1. All individuals assigned to duties involving instruction or supervision of instruction **must complete the EPMEIC before teaching any EPME class.**

10.1.4.1.1. Previous AIS or EPMEIC Graduates. When a new faculty member is a prior AIS or EPMEIC graduate and completed training more than 6 years in the past, commandants/flight chiefs must evaluate the member's demonstrated proficiency. If the faculty member's skills are deemed sufficient, commandants/flight chiefs forward a letter with justification for not repeating training to EPC/DE. EPC/DE will endorse the letter, return the original to the school and maintain a file copy at EPC. Commandants/Flight Chiefs file the original endorsed copy in Section 3 of the member's faculty folder.

10.1.4.1.2. Attendance at EPMEIC is optional for EPME Commandants.

10.1.4.1.3. Coordinate and route EPMEIC attendance waivers and deferrals through the proper chain of review to CEPME/CC (CONUS) or next higher authority for approval/disapproval (Overseas NCOA's).

10.1.5. Teaching Internship. New instructors do not have to teach every EPME lesson to complete EPME teaching internship requirements. However, instructors should teach a variety of lessons during their enrollment in the internship. The minimum number of contact hours needed to meet the requirements of the EPME teaching internship is broken out, by category, below:

EPME TEACHING INTERNSHIP HOURLY REQUIREMENTS	
	HOURS
(1) Classroom Instruction	120*
(2) Lesson Plan Preparation (to include preparation and use of audiovisual aids)	30
(3) Student Test Administration and Review	Any combination of hours that total 30 hrs
(4) Academic Counseling of Students	
(5) Feedback on Instructor Performance	
(6) Subject Matter Testing	
TOTAL INTERNSHIP HOURS	180

* **NOTE:** All assigned 8T000 instructors will teach 120 hours of EPME classroom instruction to meet IIQT requirements. Use the CEPME Form 10C to document these hours. The first 25 hours (15 hours of Leadership, 5 hours of Profession of Arms and 5 hours of Communication Skills curriculum) must be under the direct observation of another qualified instructor. After completing 25 hours of observed teaching, individuals may teach the remainder of their 120-hour requirement unobserved at the discretion of the Commandant/Flight Chief based on the recommendation of the trainer. However, **before 8T000 instructors teach ANY lessons (IIQT or LQT) for the first time unobserved, they must review the lesson with their trainer, and a qualified instructor must be available in the school to provide assistance as required.** Individual schools have the authority to increase direct observation hour requirements as they deem necessary based on the trainee's performance and ability.

10.1.5.1. Per *CCAF Campus Relations Policies, Procedures and Guidelines*, the EPME teaching internship requires documentation that the instructor was informed of the following information:

10.1.5.1.1. Affiliated school's subject matter testing process requirements used to assess instructor competence on course materials being taught. EPME instructors must receive a minimum of 90% **on all objectively evaluated exercises and evaluations.** MAJCOM representatives, commandants and ALS flight chiefs may increase this percentage if so desired.

10.1.5.1.2. Procedures for faculty members to receive education counseling.

10.1.5.1.3. Affiliated school's supervision and evaluation procedures.

10.1.5.1.4. Documents used to track and certify faculty qualification training.

10.1.5.1.5. Procedures describing the EPME teaching internship completion process.

10.1.5.1.6. Instructor evaluation processes. As a minimum, instructors must teach at least one lesson every class throughout the completion of their teaching internship and have a qualified CCAF faculty member evaluate their performance. Document evaluation results on a CEPME Form 620, as outlined in the *EPME Policies, Procedures and Guidelines*. Maintain these evaluations in Section 2 of the instructor's faculty folder. Once the instructor completes all EPME teaching internship requirements, schools will conduct further evaluations per *the USAF EPME Procedural Guidance* and local guidance.

10.1.5.1.7. Use the CEPME Form 10C to document and track completion of all EPME teaching internship requirements. File the CEPME Form 10C in Section 3 of the instructor's faculty folder.

10.1.5.2. Once an instructor completes a teaching internship worth 12 credit hours, no other internship completion is required. This includes those instructors hired from technical training centers that previously completed a teaching internship and have the appropriate documentation proving completion. Instructors who move between levels of EPME must complete all lesson qualification requirements for the level of EPME they currently teach.

10.1.6. Core Task Requirements. All EPME instructor core task requirements can be found on pages 23-26 of this CFETP. Instructors must complete all core task requirements before the commandant/flight chief submits teaching internship completion data to CCAF.

10.1.7. Oral and Written Proficiency Requirements. Instructors meet oral and written proficiency requirements through attendance at EPME Instructor Course and evaluations conducted throughout the IIQT process.

10.1.8. Once instructors complete IIQT requirements, they must continue to expand their subject matter expertise and instructional abilities by becoming qualified on every lesson for the level of EPME they currently teach.

10.2. Instructor Lesson Qualification Training(LQT).

10.2.1. Purpose. This area outlines the requirements necessary to ensure a standardized instructor lesson qualification program. Use the following procedures to track instructor lesson qualification training:

10.2.1.1. Issue all 8T000 personnel copies of every lesson listed in the EPME course index for the level of EPME assigned.

10.2.1.2. Use the CEPME Form 10B to document all instructor lesson qualification training. Once instructors demonstrate subject-matter expertise and instructional ability (via direct observation, formal IST or one-on-one IST with their trainer), they are considered qualified on a lesson. LQT is complete once instructors qualify on every lesson for the level of EPME they currently teach. Continue to update instructor qualification accordingly when EPC revises lessons or adds new lessons to the curriculum. File the CEPME Form 10B in Section 1 of the instructor's faculty folder.

11. Faculty Continuation Training & Development.

11.1. In-Service Training (IST)

11.1.1. Purpose. Ensures instructors are prepared to teach all curriculum lessons and are current on all applicable policies and procedures. In-service training is a mandatory training requirement to the extent required by an organization's mission, the readiness of its faculty to discharge that mission and changing curriculum.

11.1.2. Minimum Requirements. Commandants/ALS flight chiefs must ensure each 8T000 receives *at least* 32 hours of IST annually. EPC/DE ensures each 8T000 instructional designer in a teaching position receives *at least* 32 hours of IST annually.

11.1.3. Responsibilities. EPC/DE, commandants and ALS flight chiefs establish procedures to identify sources to conduct IST for new or revised curriculum, obtain the training, select personnel to conduct the training, identify who must attend and document attendance. They ensure IST is conducted for new/revised curriculum, policy and procedures.

11.1.4. Documentation. Document in-service training via the CEPME Form 10A. File the CEPME Form 10A in Section 1 of each instructor faculty folder.

11.1.5. Strategy. Some suggested opportunities for IST include providing faculty members training on new lessons, improvement opportunities identified through inter-/intra-flight analysis comparisons, group norming evaluations of student speeches and written assignments, schoolhouse updates on policies and/or procedures, outbriefs from worldwide conferences and one-on-one informal feedback on lesson presentations.

11.2. Professional Development. Air Force EPME programs require 8T000s to exemplify professional conduct and attributes desired in Air Force noncommissioned officers. Personnel are encouraged to take the initiative in their own professional development and seek off-duty educational opportunities, attend Air Force/civilian sponsored workshops and seminars, maintain memberships in professional organizations and support their activities, as well as seek leadership positions outside the EPME environment. As an option, individuals may document their professional development in the area provided on the CEPME Form 10A.

Section D – Resource Constraints

12. General Information. EPME requires a selectively-manned controlled duty assignment, college degree (at least at the associate level), and mandatory training to gain fully-qualified proficiency. All training requirements are outlined in this CFETP.

12.1 Constraints. One limiting factor affecting 8T000 qualification training is manpower availability. Commandants/Flight chiefs may forecast and adjust production capacity as possible and necessary to ensure new instructors receive the training needed to successfully perform their instructor duties. Identify manpower availability constraints to the proper authorities to determine the best course of action to meet EPME production requirements, as well as instructor training needs.

Part II

Section A – Specialty Training Standard

1. Implementation. This Specialty Training Standard (STS) is for use by personnel who possess SDI 8T000 and is mandatory for those performing instructor and/or designer duties within the EPME program.

2. Purpose. As prescribed in AFI 36-2201V3, *Air Force Training Program On The Job Training Administration*, this STS:

2.1. Provides documented certification for OJT.

2.1.1. Column 1 (Task and Technical Reference) lists the most common tasks and technical references (TR) necessary for airmen to perform duties in the 8T000 SDI. Identify current duty position requirements by circling letters and numbers where applicable; those tasks not circled are deferred. To identify additional 8T000 requirements, create an entry or entries on an AF Form 797. Defer tasks when they are not applicable to the current job assignment.

NOTE: Not all core tasks on the 8T000 CFETP are required for personnel assigned to CEPME/XP, CEPME/EHRI and EPC/DO. These personnel play a unique roll in CEPME and are neither instructors nor designers. If a core task is an actual work center requirement, circle the task and train/certify personnel as necessary.

2.1.2. Column 2 (Core Tasks) identifies specific core tasks. The letter “I” is used for instructor core task requirements, and “D” for instructional systems designer core tasks. If the core task column contains both an “I” and a “D,” the core task is applicable to both functions.

2.1.3. Column 3 is used to record the date tasks are begun. Column 4 is used to record the date task training is completed. The trainee and certifier initial in Columns 5 and 6 to certify task completion per designated standards. (*As a minimum, use the following column designators: Comp Date, Certifier Initials*)

2.2. The STS becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, *On-The-Job Training Record*, and used according to AFI 36-2201V3. When used as a JQS, the following requirements apply:

2.2.1. Documentation. Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Completed, Trainee Initials and Certifier Initials (if applicable). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM.

NOTE: AFCFMs may supplement these minimum documentation procedures as needed or deemed necessary for their career field.

2.2.1.1. Converting from Old Document to New CFETP. Use the new CFETP to identify current training requirements and transcribe qualifications from the previous CFETP. For tasks previously certified and required in the current duty position, circle the subparagraph number next to the task statement. Enter the current date in the completion column, trainee initials in the trainee column and the current task certifier or supervisor/trainer initials in the trainer column. For tasks previously certified but not required in the current duty position (do not circle), transcribe only the previous certification date (no initials) Annotate AF Form 623a, as follows, “I certify the information contained in the CFETP dated XX was transcribed to the new CFETP dated XX, and the trainee was given the superseded CFETP.” Supervisor and trainee will sign and date this statement.

2.2.1.2. Decertification and Recertification. When airmen are found to be unqualified on a task previously certified for their position, supervisors will line through the previous certification or delete previous certification when using an automated system. Appropriate remarks are entered on the AF Form 623A, *On-The-Job Training Record Continuation Sheet*, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.2.2. Performance Standard. Tasks are trained and qualified to the “GO” level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness and correct use of procedures.

2.2.3. Automation Authorization. Automation of this STS is authorized at MAJCOM level and above as long as the automation version mirrors the AF STS.

2.2.4. Local Requirements. Bases have the authority to add local requirements.

2.2.5. Special Instructions. Upon completion of training, the supervisor or trainer enters completion dates, then initials the certifier block, and has the trainee initial the trainee’s initials block. Per AFI 36-2201V3, in the case of instructor training, the trainer can also be the certifier. Because this is true, the trainer’s initials block has been removed from this STS.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

RICHARD E. BROWN, III
Major General, USAF
Deputy Chief of Staff, Personnel

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY		
TRAINEE		
NAME (Last, First, Middle Initial)	Initials	SSAN
CERTIFYING OFFICIAL'S NAME AND INITIALS		
N/I	N/I	
N/I	N/I	
N/I	N/I	

SPECIALTY TRAINING STANDARD					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
1. INSTRUCTION					
1.1. INSTRUCTOR METHODOLOGIES TR: AFM 36-2236					
1.1.1. Personalize lesson plans	I				
1.1.2. Present a formal lecture					
1.1.3. Present an informal lecture	I				
1.1.4. Conduct a guided discussion	I				
1.1.5. Conduct a teaching interview					
1.1.6. Conduct/administer case studies and/or exercises	I				
1.2. SUBJECT MATTER TR: 8T000 CFETP; AFI 36-2203					
1.2.1. Complete EPME teaching internship requirements.	I				
1.2.2. Complete drill and ceremony training.					
1.3. EVALUATION					
1.3.1. Objective TR: AFM 36-2236; USAF EPME Procedural Guidance; Local Directives					
1.3.1.1. Administer objective examinations	I				
1.3.1.2. Grade objective examinations	I				
1.3.1.3. Critique objective examinations	I				
1.3.1.4. Conduct examination review	I				
1.3.1.5. Perform automated test analysis (e.g. TAD, iGecko)					
1.3.1.6. Counsel students on objective evaluations	I				
1.3.2. Performance TR: AFM 36-2236; USAF EPME Procedural Guidance					
1.3.2.1. Conduct performance evaluations	I				
1.3.2.2. Grade performance evaluations	I				
1.3.2.3. Evaluate students on participation, attitude and conduct	I				
1.3.2.4. Provide students feedback on performance evaluation	I				
1.3.3. Diagnostic TR: AFM 36-2236; USAF EPME Procedural Guidance					
1.3.3.1. Administer diagnostic examinations/exercises	I				
1.3.3.2. Grade diagnostic examinations/exercises	I				
1.3.3.3. Provide student feedback	I				
1.3.4. Test Control Procedures TR: USAF EPME Procedural Guidance; Local Directives					
1.3.4.1. Apply test control procedures	I				
1.3.5. Course Critiques TR: AFI 36-2301; EPME Procedural Guidance					
1.3.5.1. Administer course critiques	I				
1.4. USE AUDIOVISUAL AIDS					
1.4.1. Operate Audiovisual Equipment TR: Local Directives.					
1.4.1.1 TV/VCR/DVD					
1.4.1.2. Computer generated presentations					
1.4.1.3. White/chalk board					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
1.4.2. Maintain Audiovisual Equipment TR: Local Directives.					
1.4.2.1. Perform operator maintenance on audiovisual equipment					
1.5. CLASSROOM ENVIRONMENT TR: AFM 36-2236; Local Directives					
1.5.1. Introduce guest speakers					
1.5.2. Maintain classroom discipline	I				
1.5.3. Prepare classrooms for instructional periods	I				
2. SUPPORT					
2.1. SUPPLY/EQUIPMENT					
2.1.1. Manage supply accounts TR: AFM 23-110					
2.1.1.1. Requisition supply materials					
2.1.1.2. Maintain supply discipline					
2.1.2. Manage equipment accounts TR: AFM 23-110					
2.1.2.1. Requisition equipment items					
2.1.2.2. Inventory equipment items					
2.2. BUDGET TR: Resource Manager's Handbook; Local Directives					
2.2.1. Prepare and execute annual budget					
2.2.2. Plan/budget for technology upgrades					
2.2.3. Plan/budget for facility improvements					
2.3. FACILITIES					
2.3.1. Maintain Facilities TR: Local Directives					
2.3.1.1. Identify and report unsafe conditions and practices	I,D				
2.3.1.2. Conduct walk through inspections for fire, ground safety hazards and building maintenance	I,D				
2.3.1.3. Report or correct noted deficiencies	I,D				
2.4. REPROGRAPHICS TR: Local Directives					
2.4.1. Prepare course materials for reproduction					
3. ADMINISTRATION					
3.1. GENERAL TR: AFI 34-104; AFI 33-360 V1, AFH 33-337; AFI 38-201; AFI 33-112; AFI 33-114; Local Directives					
3.1.1. Interpret and explain Air Force, MAJCOM and local regulations and directives	I,D				
3.1.2. Develop operating instructions					
3.1.3. Monitor/coordinate billeting/travel arrangements					
3.1.4. Prepare general correspondence	I,D				
3.1.5. Assess, review and manage manpower requirements					
3.1.6. Operate computer hardware	I,D				
3.1.7. Utilize computer software	I,D				
3.2. COURSE MANAGEMENT TR: USAF EPME Procedural Guidance; Master Task Listing; Local Directives					
3.2.1. Develop annual class schedule					
3.2.2. Establish class schedules					
3.2.3. Plan and conduct graduation activities					
3.2.4. Report graduates using applicable data management system (i.e. OTA, MILPDS)					
3.2.5. Report program evaluation statistics					
3.2.6. Maintain student administrative records	I				

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
3.2.7. Determine training quota allocations					
3.2.8. Manage course documents					
3.2.9. Maintain curriculum reference materials	I,D				
3.3. STUDENT MANAGEMENT TR: USAF EPME Procedural Guidance; Local Directives					
3.3.1. Conduct student in/out processing	I				
3.3.2. Perform student verbal re-evaluations					
3.3.3. Convene academic review board					
3.3.4. Establish procedures for student administrative, academic, disciplinary release					
3.3.5. Administer student awards program	I				
3.3.6. Report student data to EPC/DOA					
4. SUPERVISION					
4.1. STUDENTS TR: AFM 36-2236; USAF EPME Procedural Guidance; Local Directives					
4.1.1. Counsel students on course matters	I				
4.1.2. Counsel students on personal matters	I				
4.1.3. Counsel students on career or educational opportunities	I				
4.1.4. Conduct student conference periods					
4.1.5. Document student counseling	I				
4.2. STAFF/FACULTY					
4.2.1. SUPERVISION TR: AFI 36-2103; AFI 36-2403; USAF EPME Procedural Guidance; Local Directives					
4.2.1.1. Plan orientation of new personnel					
4.2.1.2. Explain policies, procedures and other directives to peers and subordinates					
4.2.1.3. Analyze work					
4.2.1.4. Prioritize work					
4.2.1.5. Establish work methods					
4.2.1.6. Establish performance standards					
4.2.1.7. Plan work assignments					
4.2.1.8. Supervise activities of personnel					
4.2.1.9. Evaluate individual performance					
4.2.1.10. Complete performance evaluation					
4.2.2. FACULTY DEVELOPMENT TR: AFI 36-2201; AFM 36-2108; AFI 36-2301; 8T000 CFETP					
4.2.2.1. Identify training requirements					
4.2.2.2. Determine individual training needs TR: 8T000 CFETP, EPME Policies, Procedures and Guidelines					
4.2.2.2.1. Evaluate skills / qualifications					
4.2.2.2.2. Recommend personnel for training					
4.2.2.2.3. Schedule personnel for training					
4.2.2.3. Develop training objectives					
4.2.2.4. Develop evaluation devices					
4.2.2.5. Develop training plans					
4.2.2.6. Select qualified trainers					
4.2.2.7. Motivate trainers and trainees					
4.2.2.8. Counsel trainees on training progress					
4.2.2.9. Monitor effectiveness of training					
4.2.2.10. Maintain training records					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
4.2.2.11. Certify instructor training completion TR: 8T000 CFETP, EPME Policies, Procedures and Guidelines					
4.2.2.11.1. Certify initial qualification training					
4.2.2.11.2. Certify EPME teaching internship completion.					
4.2.2.12. Develop/conduct In-Service Training (IST)					
4.2.2.13. Maintain EPME Faculty Folders					
4.2.3. RECRUITING TR: AFMAN 36-2108; Local Directives					
4.2.3.1. Recruit/interview candidates					
4.2.3.2. Recommend/Select individuals for EPME positions					
5. CURRICULUM DEVELOPMENT TR: AFM 36-2236; USAF EPME Procedural Guidance, Local Directives					
5.1. Establish lesson objectives and measurable samples of behavior	D				
5.2. Develop, review and organize lesson plans	D				
5.3. Develop, review and organize evaluation instruments TR: Local Directives					
5.3.1. Develop student surveys	D				
5.3.2. Develop test questions and rationale	D				
5.4. Develop, review and organize objectives	D				
5.5. Develop, review and organize performance objectives	D				
5.6. Develop, review and organize visual aids	I,D				
5.7. Develop, review and organize other course-related materials (handouts, study guides and student texts)	I,D				
5.8. Establish procedures for performance evaluations	D				
5.9. Course review TR: Local Directives					
5.9.1. Develop feedback instruments (critiques, surveys, etc.)	D				
5.9.2. Review and evaluate critiques	D				
5.9.3. Review/interpret course statistics	D				
5.9.4. Recommend adjustments to curriculum based on course analysis	D				

Section B - Course Objective List

NOTE: Currently, there is no advanced course. This area is reserved.

Section C - Support Material

NOTE: Currently, there are no support material requirements. This area is reserved.

Section D - Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for the SDI 8T000.

2. Air Force In-Residence Courses.

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>LOCATION</u>	<u>USER</u>
MESC 003	EPME Instructor Course	Maxwell-Gunter	EPC

Section E - MAJCOM Unique Requirements

NOTE: Currently, there are no MAJCOM unique requirements. This area is reserved.